



Geography Progression of Knowledge & Skills

Curriculum Intent

Intent:

At John Ruskin Primary School, we have designed our Geography curriculum with the intent that it will inspire our children with a curiosity, fascination and appreciation of the world around them.

Children are encouraged to develop a greater understanding of the physical and human aspects of geography and how they can impact on each other.

Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater awareness of the world and their place in it.

Implementation:

We intend to equip children with geographical skills to develop their knowledge and understanding of the world, in physical and human geography and the connections between them. These skills are transferable to other curriculum areas and we draw on cross curricular links, to understand geography, wherever possible.

The curriculum progression will expand from the immediate locality outwards to the rest of the world. We will explore the comparisons and identify the contrasts between our lives and experiences here in Southwark, London or England with the lives and experiences of other children and people around the world.

Where possible, children will go on trips to provide first-hand, practical experiences in which to participate in fieldwork to add context to their learning.

Impact:

By the time children leave John Ruskin Primary School, they will have experienced:

- Responding to, creating and identifying geographical questions.
- Drawing on their knowledge from geography but also making cross-curricular links to investigate places and themes.
- Reaching conclusions and presenting their findings in a variety of ways.
- Using a range of resources such as maps, atlas, digimaps etc within their geography lessons.
- Reading an Ordnance Survey map, using six-figure grid references, symbols and a key and begin to independently use a compass when solving problems.
- Locating the main countries in Europe and the Americas and note key physical and human characteristics, environmental regions and major cities.
- Naming and locating key topographical features and understand how they have changed over time.
- Comparing the similarities and differences of a place in the UK with another area in the world.
- A variety of physical geography learning such as: plate tectonics and its impact on volcanoes and earthquakes; the water cycle; climate zones, biomes and vegetation belts; natural resources and how they are distributed around the world.
- A variety of human geography learning such as: settlements in early Britain and links to the different ages; settlements in modern Britain and how they change over time; economic trade links and distribution of natural resources.

	Understanding the World	Locational and Place knowledge	Human and physical geography	Geographical skills and fieldwork
	<p>Understanding the World</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			
EYFS Nursery Reception Both	<ul style="list-style-type: none"> • Create their own environments using play maps, small world etc • Make sense of different environments using first-hand experience (sensory) eg categorising what sounds you might hear in a school, on a farm etc • Through stories and first-hand experience discuss differences and similarities between different locations 	<ul style="list-style-type: none"> • In immediate surroundings identify and observe natural & human environments • Identify and name features in immediate surroundings • Identify similarities and differences between life where they live and life in other countries. 	<ul style="list-style-type: none"> • Shows care and concern for the environment. • Design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoor. • Compare the differences and similarities between natural and human environments. • Know the difference between land and water. • Use age-appropriate vocabulary to describe changes in the weather and their natural environment. • Identify seasons and the changes each bring 	<ul style="list-style-type: none"> • Create simple maps and plans, paintings, drawings and models. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Know that words can describe how to move. • Follow directions related to movement. E.g. stand up, sit down, come forwards, move backwards.
	Vocabulary			
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>				
N.C. Aims Y1	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as 	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the 	<ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and

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Y2	<p>well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Year 1	<ul style="list-style-type: none"> Understand that a map can tell you where to go Draw a simple picture map to recount and record a journey around the school Follow directional language such as near and far, up and down, left and right, forwards and backwards. Use maps, globes and atlases to be aware that there are different countries and continents 	<ul style="list-style-type: none"> Name and locate the four countries and capital cities of the United Kingdom. Understand the difference between human and physical geographical features 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in London Identify the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, sea, ocean, forest, hill, mountain key human features, including: city, town, village, shop, farm, house, office, port and harbour 	<ul style="list-style-type: none"> Use resources provided including aerial photographs and their own observations to respond to questions about places. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds Devise a simple picture map; maps of school playgrounds,
	Vocabulary			

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Year 2	<ul style="list-style-type: none"> Understand that a map is a 2D representation of the real, 3D world Know that a symbol on a map represents a place or feature in the real world Follow a route on a map Use directional language such as near and far, up and down, left and right, forwards and backwards Know and use simple compass directions (North, South, East, West) 	<ul style="list-style-type: none"> Identify characteristics of the four countries of the UK Name and locate the surrounding seas of the United Kingdom on a map. Name and locate the world's seven continents and five oceans Understand and study the difference between human and physical geographical features contrasting local area and a non-European location with links to children's backgrounds 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Select information from resources provided. Use this information and their own observations to ask and respond to questions about places. Use 'bird's eye view' (plan perspective) to identify and recognise landmarks and basic human and physical features; and use and devise basic symbols for a key. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. and the key human and physical features of its environment use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
	Vocabulary			

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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Y3 Y4 Y5 Y6	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Ad sd

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		geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		
Year 3	<ul style="list-style-type: none"> Know that a symbol on a map, just like a picture, represents a place or feature in the real world Know that when reading coordinates, you read across the x-axis and up/down the y-axis Know that when reading coordinates the point at which the lines or row/columns intersect is the location of the place/feature Follow a route on a map with symbols Describe and follow a journey between two places/features using 4 figure compasses (NSEW). E.g. Move north two steps, then west three steps. 	<p>Name and locate the different cities of the UK and the human and physical characteristics.</p> <ul style="list-style-type: none"> Locate and name the main counties and cities in/around a coastal location within the UK but outside of London and the human and physical features identifying human and physical characteristics, key topographical features such as land-use patterns; and understand how some of these aspects have changed over time Compare 2 different regions in UK rural/urban (one to be coastal) linking with History, compare land use maps of UK from past with the present. 	<ul style="list-style-type: none"> Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire linked to Science – rock types. Types of settlements in early Britain and why they chose certain locations linked to History – stone, bronze and iron ages. 	<ul style="list-style-type: none"> Begin to use skills and sources of evidence to respond to a range of geographical questions. Start to offer reasons for some of their observations and judgements about places. With support offer explanations for the location for some human and physical features in different localities. Use maps, atlases, globes and digital/computer mapping (<i>Digimaps</i>) to locate countries and describe features studied. Begin to use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Vocabulary			
Year 4	<ul style="list-style-type: none"> Know that when reading four-figure grid references the first two numbers represent the x-axis and the 	<ul style="list-style-type: none"> Name and locate several countries and capital cities in Europe (inc. Russia) concentrating on their 	<ul style="list-style-type: none"> Physical geography including coasts, rivers and the water cycle including transpiration; 	<ul style="list-style-type: none"> Use skills and sources of evidence to respond to a range of geographical questions.

	Understanding the World	Locational and Place knowledge	Human and physical geography	Geographical skills and fieldwork
	<p>second two numbers represent the y-axis</p> <ul style="list-style-type: none"> • Know that four-figure grid references take you to a box within the grid, not just a specific point like a co-ordinate • Follow a route on a large scale map • Begin to use 8 figure compass directions to describe a route. • Use four-figure grid references to describe a location on a map, including the use of a key • Describe and follow a journey between two places/features using letter/number co-ordinates as the start and finish 	<p>environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • Compare geographical similarities and differences through the study of human and physical geography of London and a region in a European country inc. hills, mountains, coast and rivers. 	<ul style="list-style-type: none"> • Types of settlements in modern Britain: villages, towns, cities. 	<ul style="list-style-type: none"> • Offer reasons for some of their observations and judgements about places. • Offer explanations for the location for some human and physical features in different localities. • Use maps, atlases, globes and digital/computer mapping (<i>Digimaps</i>) to locate countries and describe features studied
	Vocabulary			
Year 5	<ul style="list-style-type: none"> • Know that six-figure grid references are split into two groups of three digits • Know that the first two digits of the first group represent the numbers on the x-axis • Know that the first two digits of the second group represent the numbers on the y-axis • Know that the last digit of each group of three represents going across/up the box as if it were split 	<ul style="list-style-type: none"> • Locate the main countries in Europe and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day • Identify the position and significance of Equator, N. 	<ul style="list-style-type: none"> • Distribution of natural resources focussing on climate zones, biomes and vegetation belts. 	<ul style="list-style-type: none"> • Draw on their knowledge and understanding to suggest suitable geographical questions for study. • Begin to use a range of geographical skills and evidence to investigate places and themes • Use maps, atlases, globes and digital/computer mapping (<i>digimaps</i>) to locate countries and describe features studied

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	<p>equally into ten columns and rows</p> <ul style="list-style-type: none"> Start to use six-figure grid references to describe a location on a map, including the use of a key ***no compass*** 	<p>and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <ul style="list-style-type: none"> On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Compare geographical similarities and differences through the study of human and physical geography of London / England and a country in South America 		<ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom in the past and present. Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Vocabulary			
Year 6	<ul style="list-style-type: none"> Know that an Ordnance Survey map is a detailed map produced by the British government map-making organization Use six-figure grid references to describe a location on a map, including the use of a key Follow a short route on an OS map, using symbols and a key Follow a short route on a variety of scaled maps Learn how a compass works and starts to use it independently when solving problems on Ordnance Survey maps 	<ul style="list-style-type: none"> Locate the main countries in Europe and North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Consolidate longitude and latitude with regards to the placement of countries Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Compare geographical similarities and differences through the study of 	<ul style="list-style-type: none"> Fair/unfair distribution of resources (Fairtrade). Human geography including economic trade links and distribution of natural resources including energy, food, minerals and water between UK and Europe and RoW 	<ul style="list-style-type: none"> Identify relevant geographical questions. Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes. They reach plausible conclusions and present their findings both graphically and in writing. Use maps, atlases, globes and digital/computer mapping (<i>Digimaps</i>) to locate countries and describe features studied Extend to 6 figure grid references with teaching of

	Understanding the World	Locational and Place knowledge	Human and physical geography	Geographical skills and fieldwork
		human and physical geography of London / England and a country in North America		latitude and longitude in depth. <ul style="list-style-type: none"> • Use a compass and Ordnance Survey map to know direction of travel
	Vocabulary			
Year 7	Have substantial knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local , national and global.	They can explain clearly and in detail various ways in which places are linked and the impacts such links have on people and environments. They can make connections between different geographical phenomena they have studied to a high standard.	Understand in depth the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places.	Be able to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems with increasing competence with an increasing range of skill. Different points of view about these can be expressed and justified.